**Sample Making Words lesson**

**STUDENT OBJECTIVES**

Students will

* Learn how to look for patterns in words
* Learn how changing one letter or where you put a letter changes the whole word
* Construct new words by manipulating and reordering a set of letters from another word (i.e., anagrams)
* Use meaning clues and phonics patterns to make words

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**INTRODUCTORY SESSION (30 MINUTES)**

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| 1. | Read aloud *Word Wizard* by Cathryn Falwell. |
| 2. | After reading the book, use the overhead projector and overhead alphabet tiles to demonstrate the words from the book (e.g., dawn/wand; pat/tap; gum/mug; flea/leaf; star/arts). While manipulating the letters, ask students to recall from the book what the new word will be. Ask students for definitions or examples of the new words as you make them. Give them clues or help as needed. Have students copy the words into their journal or personal dictionary. |
| 3. | Explain that words can be made by changing the order or combination of letters, and that they are going to become "Word Wizards" by making and reading words. Distribute letter tiles or squares to individual or pairs of students, and ask them to follow along with you through a few sample exercises. |
| 4. | Explain that you are now going to make words using a set of letters that when combined will spell a "mystery word."   * Use the overhead to display the letters *t, s, a, e, b,* and *k,* and put the letter *b* aside. Have students do the same with the letters at their desks. Ask students if they can think of a three-letter word (using the given letters) that begins with the letter *b* and is something you use to hit a ball (bat). Place the letters *a* and *t*next to the *b* accordingly. Always have students read the new word after making it. You might also have them use the new word in a sentence to reinforce vocabulary. * Next ask students to change the beginning letter to make a word that means what you did on the chair (*sat*). * Then ask students to change the vowel to tell what you do when you put dishes on a table (*set*). * Tell students to keep the *s* and *e* and put two letters in front to name what a baseball player runs to after hitting the ball (*base*). * Ask students to make a three-letter word that tells what you do when you have a question (*ask*). * Have students put a *b* in front to make a word that means enjoying the sun (*bask*). You might go through a few more examples using the word *bask* since this is likely a new vocabulary word for first and second graders. * Explain that they are now going to make the "mystery word" by adding the last two letters to *bask.* If hints are needed, tell them that the word names something that you might carry things in (*basket*). |
| 5. | To further reinforce the concept of manipulating letters to make different words, model the following examples and have students follow along with their own letter tiles.   * Use the letters*n, t, p, e,* and *s* to make the words *pen, nest, net, pet, pest, step,* and *ten.* The mystery word is *spent.* * Use the letters *n, t, r, s, p,* and *i* to make the words *tin, tip, spin, spit, rip, tips,* and *trip.* The mystery word is *print.* * Use the letters *p, o, c,* and *h* to make the words *pop, cop,* and *hop.* The mystery word is *chop.* * Use the letters *m, l, p, u,* and *p* to make the words *pup, plum, up, pulp,* and *lump.* The mystery word is*plump.* |

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**ADDITIONAL SESSIONS**

Read aloud one of the books listed on the opening page of the interactive [Word Wizard](http://readwritethink.org/materials/wordwizard/) game. The books listed are*Corduroy, Franklin in the Dark, The Very Hungry Caterpillar,* and *Chrysanthemum.* After reading the book together as a class, have students access the interactive game and begin making words related to the book that they just read. You can conduct the lesson as a group and walk students through the exercises or allow them to work in pairs or individually at the computer. Depending on the level of your students, you can scaffold your teaching. Provide assistance to those students who are struggling and allow more advanced students to move ahead through the exercises on their own.

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**EXTENSIONS**

* To reinforce phonics or a particular phonogram in your reading program, provide students with the necessary letters to make the words that you want to teach. For example, to teach the short vowel sound *a,* you might display the letters *t, p, s,* and *a* on the overhead. Ask students to identify the vowel and then ask students to think of words using these letters (e.g., tap, sat, sap, pat, past). Arrange the words on the overhead and have students read them with you. Students can also be manipulating their own letter tiles at their desk or copying the words into their journal or personal dictionary. This is also a good time to discuss real words and their meanings as compared with nonsense words (e.g., *tas*). Emphasize that the word *past* uses all the letters and is the mystery word.
* Make letter cards out of 9" x 12" tagboard, one letter per card. Punch holes into the tagboard and insert yarn so that students can wear the cards around their head with the letter hanging down in front. Invite students to act as the "director" and position students to make words.
* Alphabet cookies and pretzels are available in some stores. Give students the necessary letters to make words. After making and reading the words, students can eat them.
* For more advanced students, bookmark the website, [Between the Lions: Alphabet Soup](http://www.pbskids.org/lions/games/soup2.html) and have them play the alphabet soup game.

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**STUDENT ASSESSMENT/REFLECTIONS**

* Teacher observation and ongoing assessment during the lesson
* After the introductory lesson, dictate the same words plus other words from the same word family to see if students mastered the spelling patterns. Students having difficulty may need further practice.
* A developmental spelling inventory will help indicate which patterns need to be worked on by some students. Students who have mastered these patterns can do extension activities (e.g., the alphabet soup game) while you work with those students who need more help.
* Encourage students to use the words that they have learned when writing in their journal or notebook.